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## Managing Job Attitudes: The Roles of Job Satisfaction and Organizational Commitment on Organizational Citizenship Behaviors.

Shafazawana, Mohamed Tharikh<sup>a</sup>, Cheah Yeh Ying<sup>b\*</sup>,  
Zulawati, Mohamed Saad<sup>a</sup>, Kavitha a/p Sukumaran<sup>a</sup>

<sup>a</sup>Universiti Tenaga Nasional, Sultan Hj.Ahmad Shah Campus, 26700 Muadzam Shah, Pahang, Malaysia

<sup>b</sup>Cheah Yeh Ying, Faculty of Business, Multimedia University, 75450 Ayer Keroh, Melaka, Malaysia

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### Abstract

Organizational citizenship behavior (OCB) has received a great deal of attention among researchers recently given the practical importance and its implication for the organizations. The objective of this study was to investigate the relationship between job attitudes and organizational citizenship behavior among secondary school teachers. Cross sectional design was used to meet the objectives set. Data was collected through the administration of questionnaire to 250 secondary school teachers at Perak. A 80% response rate was achieved. The respondents completed the questionnaire which assessed the job satisfaction, commitment and organizational citizenship behavior. The respondents were selected based on the convenience sampling. The result of the data is interpreted by using Statistical Package for Social Science (SPSS) Version 22. In order to analyze the data, Pearson Correlation and regression were employed. From the results obtained, job satisfaction, organizational commitment and organizational citizenship behavior revealed statistically significant and positive correlation.

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\*Corresponding author. Tel.: +606-252-3411; fax: +606-231-5604.  
E-mail address: [yycheah@mmu.edu.my](mailto:yycheah@mmu.edu.my)

## 1. Introduction

Organisational citizenship behavior (OCB) has been a major construct in the fields of psychology and management for the last two decades. Based on the findings of Organ (1977), it has been conclusively proven that OCB contributes indirectly to organizational effectiveness by enhancing the “social and psychological context that supports task performance”. Thus, it has received a great deal of attention in the literature (Bateman & Organ, 1983; Organ & Ryan, 1995; Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Organizational citizenship behavior, is characterized by individuals voluntarily making extra-role contributions to the organization that are above and beyond their job duties (Organ, 1990). Various researchers have recognized the significant influence of OCB on the success of an organization (e.g., Chen, Hui, & Sego, 1998). As such, researchers and organizational leaders are interested in understanding factors linked to individual willingness to demonstrate OCB.

Recently, OCB behaviours have also gained the attention of researchers interested in the teacher’s work and career (e.g. Bogler and Somech, 2004). Success of schools essentially depends on teachers who are willing to go beyond role expectations voluntarily (DiPaola & Tschannen-Moran, 2001). Behaviour in schools is different from found in non-educational settings. DiPoala and Hoy (2004) posit that schools are service organizations staffed by teachers who are generally committed to doing and giving the best for their clients. Thus, the nature of job attitudes influences on employees OCB may be different.

Ackfeldt and Coote (2005) proposed that job attitudes includes the element of job satisfaction and organizational commitment as a direct predictor of OCBs. In another important study, it is said that job satisfaction and organizational commitment are key job attitudes (MacKenzie et al., 1998). In addition to that, a study by Bowling, Wang and Li (2012) further supported the idea that job satisfaction and organizational commitment as the main contributor for job attitudes in an organization.

While these relationships have been studied in numerous organizations, scant research exists regarding these relationships in education particularly in public government schools. The antecedents of OCBs in schools settings are not well documented and represent a significant gap in the literature (DiPaola and Tschannen; Moran, 2001). However, to date, OCB has received only little attention in school research (Christ, Van Dick, Wagner, and Stellmacher, 2003). As there is lack of studies conducted in Malaysia with regards to OCB, one of the explicit purposes of this study is to investigate the relationship between job attitudes and OCB of secondary school teachers.

In the sections that follow, a review the literature on job attitude, job satisfaction, organizational commitment, and OCB that enabled the development of model and hypotheses. Next, the research methodology employed in this study is described, and the statistical results and discussions of the findings is presented. Finally, the implications and limitations of these findings are presented.

## 2. Literature review

### 2.1. Job attitude and organizational citizenship behavior

Job attitudes have been conceptually and empirically linked with OCBs (Bowling, Wang, and Li, 2012). Specifically, according to Dalal (2005), employees who hold positive job attitudes are expected to repay their organisations for providing a pleasant job environment by engaging in OCBs. This is in line with Podsakoff et al. (2000) review of OCB literature which reported that there is consistent support to conclude OCB is influenced by positive job attitudes. Bolino et al., (2002) adds that employees are more likely to offer extra-role behaviour when they are satisfied with their jobs or committed to their organisations.

Netemeyer et al. (1997) found mixed evidence of an association between job satisfaction and OCBs in their studies of salespeople. . MacKenzie et al. (1998) also established mixed evidence of a link between job attitudes and extra-role behaviors in their study of sales agents. However, literature evidence from an education setting is less conclusive.

Job satisfaction and organizational commitment are key job attitudes (George and Jones, 1997; Jehn et al., 1999; MacKenzie et al., 1998). Hence, in this study, job attitude is measured as a construct consisting of job satisfaction and organizational commitment.

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